

April 15, 2009

Mr. Keith Arnold  
Environmental Management Support, Inc.  
8601 Georgia Avenue  
Suite 500  
Silver Spring, Maryland 20910

Dear Mr. Arnold:

The Delaware Department of Natural Resources and Environmental Control (DNREC) is pleased to submit the enclosed application for a \$500,000 United State Environmental Protection Agency (USEPA) Brownfields Job Training Grant. Our application proposes to further the accomplishments of the two previously funded Brownfield Technician Certificate Program grants and continue with a mechanism that has a proven track record of training and placing individuals residing in communities impacted by brownfields into gainful environmental employment.

Our application focuses on the City of Wilmington, New Castle County, a USEPA recipient of a brownfields assessment grant. The City of Wilmington was incorporated in 1731 and, like many historical cities located along major waterways, has a rich and diversified industrial heritage. The City's population of 72,664 (New Castle County's is 523,000) has been beset by the ills of most mid-atlantic historical cities, namely, loss of its central manufacturing and industrial employment base, cumulative environmental impacts, and the residue of vacant and abandoned properties. Further, the State has no Empowerment Zone/Enterprise Community, nor a Federally designated Renewal Community.

Our proposal is a joint effort consisting of a core of dedicated partners. Besides DNREC, the City of Wilmington, with the full support of Mayor James M. Baker, is our pilot partner. The instructional element of our partnership is Delaware Technical and Community College (DTCC) located both within Wilmington's city limits and in the nearby suburbs where the majority of the training occurs. Our most important partner, however, consists of the Eastside/Southbridge New Millennium Community Development Corporation (CDC). This community-based organization will take the lead for driving the project forward. They are the principal agencies for marketing, recruitment, and the outreach for job contacts and placement.

Our application seeks supplemental funding in the amount of \$500,000. The project period would run from July 1, 2009 through June 30, 2012. It is important to note, as it is detailed within, that this supplemental funding would allow a successful program to reach

its maturity and attain sustainable status. We are confident that, working with our partners, this supplemental funding will allow us to build on our existing solid record of success, as accounted for using various performance metrics. Our careful program accounting has demonstrated that 359 students have entered into the program and took a subset of the program's offerings. Of these students that have completed at least one course, more than half (180 students) completed the entire 126-hour coursework, and 177 obtained jobs from the training (of these 61 students originated from a Department of Corrections Reentry Program). In many cases, students obtained jobs after taking only a portion of the training program (e.g., asbestos Abatement), which proves the leveraging potential of the job training investment by reducing results through part of the job training funding. We believe that there is a placement rate of more than seventy percent (70%) among students completing the program of coursework. In addition, however, there is a clear benefit to students who participate in the program, but do not complete all of the coursework, by providing environmental training and education.

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and Environmental Control***

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Sincerely,

Tina Hazard  
Senior Financial Administrative Officer  
Office of the Secretary, DNREC

## NARRATIVE PROPOSAL

### Threshold Criteria (Section 3 C.)

**1. Applicant Eligibility:** The applicant is the State of Delaware, Department of Natural Resources and Environmental Control (hereinafter DNREC or the Department). (This application has been approved by the State Clearinghouse Committee.)

**2. Proposed Project Location:** The proposed project location is the greater City of Wilmington area, located in New Castle County. The City was a previous brownfield assessment grantee. As indicated above, the City has a rich industrial history which has left it with 25% to 30% of its land and property in a potential contaminated state.

**3. Eligible Use of Funds:** The Department intends to use the entire award amount on instruction for the participants.

**4. Non-Duplication:** The project does not duplicate any other Federally-funded brownfield job training in the target community.

**5. HAZWOPER:** The project does have OSHA 29 CFR 1910.120 within its curriculum.

### Project Description Criterion (Section 4 b.)

#### 1. Recovery Act Effect

##### a. Training Program

The Brownfield Training Initiative does not use training cycles per se due to the fact that we no longer train in cohorts (a group or groups of students who take all of the courses consecutively). Initially we did train in cohorts, but in evaluating our program and addressing the challenges arising from our experiences we switched to Individual Training Plans (ITP).

An ITP is a training schedule designed to accommodate each individual student's training needs. Training schedules vary from participant to participant. Much like any student matriculating through college, the Brownfield student works out his or her own course schedule with an intake counselor. The intake counselor and program manager in cooperation with the instructors monitor each student's progress to make sure the student's training experience is one with little disruption.

Each Brownfield candidate goes through an extensive one-on-one interview with an intake counselor. During this interview the prospective student is evaluated through a series of questions designed to identify personal keys to success – high school diploma or GED, current driver's license, a positive work history and other attributes contributing to successful employment. The interview itself serves as the initial filter. If a candidate can make it to the interview it demonstrates a real interest in the program.

Once the candidate has completed the interview process successfully the counselor then works with the individual to set up a personal training schedule reflecting the individual's needs.

Because each of the courses in the Brownfield curriculum is offered by the College on either a monthly or bi-monthly basis, the qualified individual can start class as soon as the next class is available. A student may start that very night if one of the classes is being offered and the individual is available to take the class.

From our experience the Individual Training Plan provides the Brownfield student much more flexibility than the cohort option. Waiting for enough students to form a cohort may take several weeks if not months. In a cohort everyone takes class at the same time. Adding the weeks it takes to pull a cohort together to the blocked four to six week training program a student may have to wait two to three months before they are certified and ready to enter the world of environmental work. With the ITP the individual starts his or her training immediately and does not have to wait until a cohort is formed. An under-employed person with a part-time job can adjust their training schedule to accommodate their work schedule. All in an effort to get people to work as quickly as possible.

The additional flexibility afforded the student through the ITP is the opportunity to modify his/her schedule once training has begun. This applies to those individuals already working part-time and to those who may have an opportunity to take on part-time work while participating in training. Each individual can work out their schedule to accommodate work and training. This flexibility really worked well for a good number of our past students and graduates.

We have found another advantage to the Individual Training Plan is the mainstreaming of the Brownfield students into classes with individuals employed by environmental companies taking the same training. This enables our Brownfield students to meet and interact with people currently working in the field. They learn first hand from their fellow students what it's like to work for an environmental company. Mainstreaming also offers our Brownfield students an opportunity to network with representatives from potential employers. Our students can demonstrate their willingness to learn along with a good work ethic during the classroom and the hands-on training. This has provided several of our students' employment opportunities.

#### **b. Labor Market Assessment**

The Department and DTCC have met with several organizations to discuss and strategize employment trends and skills needed to compete in the current labor market. These organizations include the Associated Builders and Contractors with over 300 member companies, the local environmental union that has an apprentice program, and other academic and government organizations involved in green technologies.

#### **c. Employer Community Involvement**

The Program partners have participated and listened to community needs, labor and employer requirements, and advisory board recommendations in its planning of the program curricula. The senior instructional partner, DTCC, is heavily involved in providing industrial training and conducts internal audits to ensure that degree and certificate coursework is in position to fulfill local job resource demands.

#### **d. Quantitative and Qualitative Description**

The program is designed with the following objectives in mind:

- Recruit 150-200 individuals to enter into the program and take at least one course;

- Graduate 100 students with the full training; and
- Place 75 of those in full/part-time environmental positions.

## **2. Project Workplan**

### **a. Training Program Outline:**

The curriculum consists of the following 176 Hours of training: - 40-Hour OSHA HAZWOPER; Class A Asbestos Worker; Lead Worker; Forklift training; the OSHA 1926 Construction Safety Outreach training; and a 16-hour Brownfield Environmental course. Additionally, the curriculum provides 24-hour training in weatherization tactics, 16-hours in solar panel basics, and 8-hour in composting basics. Each of these courses is offered on either a monthly or bi-monthly basis. The OSHA 1926 Safety training and the Forklift Operator Certificate training are offered in the evenings. The other courses are offered during the day.

### **b. Screening Procedures:**

One of the primary goals of the Brownfield training initiative is to provide environmental employment opportunities to under-educated and under-employed residents impacted by Brownfields in their neighborhoods. Working with this as the principal set of candidates, the requirements cannot be prohibitive. Candidates will be required to prove the following:

- A high school diploma or GED;
- Be drug and alcohol free; and
- Have the ability to possess a valid driver's license.

Additional consideration, however, will be given to candidates who may not possess a high school diploma or GED and possibly a valid driver's license, but will not be extended to those with a current dependency problem. Previously, we have been able to place students who do not have a diploma or GED with some success. It is a bit more difficult if our graduates do not have valid driver's licenses, but we have been able to place a limited number of graduates without a license because of the availability of public transportation.

The one-on-one interview has proved to be successful for screening prospective trainees. Each candidate is required to meet with an intake counselor before acceptance into the program. The interview itself serves as a part of the screening process. Many individuals will call and be enthusiastic about participating on the phone but never show up for the interview. Those who do show up and participate in the interview are rated on their promptness and appearance. During the interview candidates undergo a battery of questions designed to reveal personal characteristics that lend themselves to employment.

Upon successful completion of the interview and before starting classes, the Brownfield training candidate is required to sign a contract indicating his/her understanding of the rules and requirements of the College as well as his/her commitment to completing the entire program. Although the program is a Brownfield training initiative through EPA we like to emphasize to each participant he or she is also a member of the College community and is participating in regularly scheduled college classes. We believe this helps to improve our Brownfield students' self-esteem.

As the Pilot progresses and participants are recruited and trained, a report each quarter will be compiled and provided to EPA Region 3. Copies of these reports will be available to all interested parties and will be mailed to anyone expressing interest in receiving a copy during the various public forums to be held during this project. The applicant will also file all on-line ACRES reporting requirements.

### **c. Local Job Development Strategies:**

The Program over the years has worked diligently with the Workforce Investment Board, the Department of Labor, Department of Corrections and others to fulfill a labor pool required to professionally handle hazardous substances that make up a large portion of present production practices and needs which is necessary to keep a vital economy in balance between hazardous substance management and proper risk management.

The Program over the years has, in an effort to continue the stream of qualified candidates to the various environmental organizations that handle or mitigate hazardous substance risks or cleanup, negotiated and provided candidates with a wide variety of skills useful to their respective services. In so doing over the years, the environmental community has become to recognize the Program's participants as a valuable asset. Taken together with the basics of supply and demand, the Program's graduates have become a welcome commodity. This relationship between demand and the desire of the State and its partners is becoming mutually self-supporting. This supplemental grant will serve as a final contact agent that will lead to sustainability.

## **3. Performance Measurement: Anticipated Outcomes and Outputs**

### **a. Tracking**

The primary instructional partner of the Program is Delaware Technical and Community College (DTCC). The primary representatives of DTCC in the Program are senior management, intake, and educational staff. These personnel track and keep files on each participant's programmatic progress and employment status. Files are maintained both in hard copy and in spreadsheet format. In addition, these senior DTCC personnel make frequent inquiries of the participants by phone and regularly check in with employers and hiring staff. Similarly, students contact DTCC for any potential leads on employment opportunities and/or seek to use DTCC staff as references. This dual track of required tracking and support lends to an efficient method of communicating with both students and employers.

Tracking and reporting are conducted on a quarterly basis. Program progress is measured in the number of participants entering into training, number of students completing training, number of students obtaining employment, and average hourly wage. Students are also tracked demographically by age, gender, and race. These reports measure both quarterly and cumulative progress.

### **b. Quality of Milestones and Objectives**

The partners feel strongly that the milestones and objectives are specific, measurable, and realistic. As toxic and hazardous substances have become a reality of contemporary modern production practices, placing trained practitioners in these fields will secure viable employment opportunities. Additionally, as environmental, and especially green environmental, needs become more understood and public, the need for qualified personnel becomes more in demand. The program has tailored and proffered courses with the intent that the skills provided will become

more marketable. As the requisite skills become more in demand, the program becomes more sustainable. This is especially evident in graduating qualified and employable persons who obtained life skill training and job preparedness practicalities.

#### **c. Sustainable Employment**

The training courses provided have been selected on the basis of sustainable need for upcoming employment opportunities. These skills are required to investigate and maintain a more healthful livable environment. Specifically, the courses are targeted to environmental problems that have an immeasurable turnaround timeframe. As the livable and public space arena become more educated to the existing problems and a solution is desired, these employment opportunities become more self-sustaining. The Program does, however, intend to seek future internships, funding, and support from the environmental market to further support the training and placement of students past this grant's funding. The partners will employ the same tracking and use of professional and community advisory boards to keep current with career trends and requisite skills.

### **4. Programmatic Capability**

#### **a. Managing Federally Funded Assistance Grant:**

As the funding recipient of the grant, DNREC has handled many federal grants equal or larger to the size and scope of the proposed program. The Department has conducted area-wide Brownfield Preliminary Assessments under its pre-remedial grant before the passage of the federal Brownfields bill. It was a co-applicant of an awarded NOAA grant to conduct a brownfields inventory in coastal communities. The NOAA project was a two-year term, provided for the hiring of a graduate fellow and involved leveraging on the part of two Divisions within the Department.

More importantly, this Program was a previous EPA Job Training grant initial and supplemental recipient. In the previous grant, after encountering stiff obstacles and overcoming them, the project far exceeded its initial goals and objectives. This new application reflects the steps that were taken to improve the project and to lead to sustainability. As noted earlier, the primary steps that were implemented involved the introduction of the independent training plan, mainstreaming, and the working relationship of a temporary environmental employment agency located out of the New Millennium offices who will coordinate efforts with a professional employment agency, Environmental Staffing..

#### **b. History of Meeting Reporting Requirements:**

The Department has a history of meeting all reporting requirements for the numerous EPA grants that it has received over the past 15+ years. The Department has also met all reporting requirements for other Federal grants including NOAA and the Department of Defense (DOD). The Division of Air and Waste Management (DAWM), the lead Division for the handing of this application, has various grant reporting requirements that have all been acceptable to the EPA. Additionally, the DAWM was awarded a one million dollar cooperative agreement for a Brownfields Revolving Loan Fund in 2006 and all of the required reporting is current and indicates progress towards achieving the grant's goals.

#### **c. Organizational Experience:**

The Delaware Department of Natural Resources and Environmental Control (DNREC) has extensive experience and expertise in managing federal grants. The Division of Air and Waste Management (DAWM) receives numerous Air, RCRA, and LUST grants. The Site Investigation and Restoration Branch (SIRB) specifically has received numerous federal grants for many years. These including the Core (15+ years), Pre-Remedial (15+ years), and 11 individual NPL grants. SIRB also received funding in FY03 for the first time under the Brownfields Subtitle C Cooperative Agreements. SIRB employs a Support Services Administrator who is responsible for administering all of these grants and cooperative agreements. In addition, the Division accordingly has a separate accounting office that provides financial data management and support for all state and federal funds. DNREC has never been required to comply with special "high risk" terms and conditions under agency regulations implementing OMB Circular A-102.

**d. Staff Experience:**

Delaware Technical & Community College (Delaware Tech), accredited by the Middle States Commission on Higher Education, has a fort plus year history of serving the State of Delaware's population. The College currently serves 17,662 students in credit-bearing programs, and provides a wide range of training and educational opportunities at four locations throughout the state: the Owens Campus in Sussex County, the Terry Campus in Kent County and the Stanton/Wilmington Campus in New Castle County.

Delaware Tech has been awarded for many successful programs, including environmental training. The College's environmental programs include several non-credit certification-based programs and two Associate in Applied Science Degree (A.A.S.) Programs.

The College is deeply involved in the community. Delaware Tech currently manages several programs for disadvantaged, low-income, unemployed and "dislocated workers" in each county of Delaware. These training programs are designed to provide participants with industry-driven skills in job growth areas. Some programs target blue-collar jobs as well as other work opportunities. The list includes Workforce Investment programs, welfare reform programs, extensive English as a Second Language (ESL) classes, GED classes. The successful Nursing Assistant's program has operated for over two decades. Faculty and staff work closely with Vocational Rehabilitation and the Division for the Visually Impaired to meet the needs of disadvantaged citizens of the community. Scholarships for minorities and students entering non-traditional areas of study are available at the College.

The College offers extensive financial aid opportunities for disadvantaged students. Financial aid, local scholarships, and grants at the Stanton/Wilmington Campus totaled \$3,645,616 for the 1999-2000 academic years. The Campus provides up to a year of financial assistance to disadvantaged students who require basic remedial courses because it believes that these students deserve a chance to prove themselves.

The College also receives funding for the TRIO programs through the U.S. Department of Education. TRIO provides a continuum of services and support to students who are low-income, first-generation (neither parent attended college) or individuals with disabilities. These programs work with educationally disadvantaged students at the high school level to prepare them for college. TRIO programs, housed at the Wilmington Campus for over ten years, include Talent Search, Upward Bound, and Upward Bound Math/Science. Talent Search addresses the needs of 700 educationally disadvantaged middle and high school students. Upward Bound serves 70 and



Upward Bound Math/Science serves 60 talented high school students. Each program provides extensive academic and motivational support.

The history of environmental training at Delaware Tech emerges from the non-credit certification based courses. Twenty-five years ago Delaware Tech developed the curriculum and the certification testing for the State of Delaware's Wastewater Certification Program. In 1993 Delaware Tech received \$497,000 from EPA Region 3 through Delaware's Department of Natural Resources Water Quality Division to open an Environmental Training Institute (ETI). The ETI continues to oversee Water/Wastewater training at each of Delaware Tech's four campus locations. Each year, 50 to 80 water operators and 50 to 80 wastewater operators take certification courses. An additional 500 to 600 operators attend classes to obtain their license renewal credits.

The ETI utilizes state funds, solicited with the support of the Delaware League of Local Government, to provide free training to all municipal, county and state Water/wastewater operators. In addition, Delaware Tech receives grant funding from the EPA to provide free technical assistance to municipal wastewater plants out of compliance.

Another training initiative partnered Delaware Tech with the State of Delaware in response to the OSHA Asbestos Construction Standard. The College, in cooperation with the state, developed and implemented the coursework and the certification testing for the Asbestos Abatement Program for contractors/supervisors and workers. From 1986 to the present, over 6,000 individuals have received their hands-on asbestos training and certification and re-certification at Delaware Tech. This training figure makes up more than 90% of the individuals certified to do asbestos abatement in the State of Delaware.

In 1991 the need for an Asbestos Project Monitor was mandated by Delaware state regulations. The Project Monitor is the individual designated to ensure that the contractor performing asbestos abatement complies with industry standards as well as state and federal regulations. Working with the state once again, through the Department of Administrative Services Division of Facilities Management, Delaware Tech developed the coursework and certification testing for the Project Monitor program.

During the fourteen years Delaware Tech's Asbestos Program has been in existence, the College has partnered with various groups to provide a wide variety of students' asbestos related training. Using interpreters, Delaware Tech provided asbestos training and certification to non-English speaking nationals (Polish, Korean, and Hispanic) from 1986 to 1994. For the last eight years the College has partnered with the Plummer Center, a halfway house for recovering substance abusers and individuals transitioning from incarceration back into the community, to provide training and opportunity for their residents. Delaware Tech has also worked with local corporations (DuPont Company, Hercules Inc., Occidental Chemical Corporation (Oxychem), Georgia Pacific and Imperial Chemical Industries) to train and certify large numbers of their employees in asbestos handling and removal.

Delaware Tech also offers a first class hands-on HAZWOPER training program. Delaware Tech belongs to the Community College Consortium of Health and Safety Training (CCHST) as one of the founding colleges. This consortium is a national membership of community colleges providing NIEHS-model environmental health and safety training. Several hundred people a year participate in the non-credit certified HAZMAT training at Delaware Tech. The training includes the 40-Hour Hazardous Waste Site Workers Health & Safety Course, the 8-Hour OSHA

Hazardous Materials Waste Site Worker Annual Refresher, and the 24-Hour Health and Safety Training for Hazardous Materials Handling and Industrial Emergency Response.

**e. Targeted Community Training Experience:**

All of the partners to this application have experience in delivering environmental training or communication with communities most impacted by brownfields. The City of Wilmington has had numerous training programs delivered to minority populations, New Millennium has worked diligently with Community Reinvestment Act (CRA) personnel and local employers, the Department has sponsored this grant in previous years, and DTCC is a community college mandated to serve minority and underemployed individuals. Combined, the partners have a rich history of serving the population most in need and least represented.

All of the environmental training will take place at Delaware Tech's training facilities in New Castle County, Delaware. The College has a double campus in New Castle County. One location is in the heart of the City of Wilmington and the other a few miles south of Wilmington off Interstate 95. Both campuses are easily accessible via public transportation and major highways. The College offers free shuttle service between both campuses. Many participants would be able to walk to the Wilmington campus and shuttle to and from Stanton.

**5. Environmental Results Past Performance**

**a. Outcome and Output Documentation:**

As indicated in 4.b. above, the Department has a continual record of meeting required reporting since the initial award seven years ago. Reporting has been in the format required by the EPA. Throughout this time period the Department has maintained a full-time administrative officer and an accounting branch at its disposal for tracking spending and facilitating reporting. Specifically, the Department, in conjunction with DTCC, has made every effort to track all of the student/participants throughout the previous grants and report their training and employment status as fully as possible. This tracking and documentation has provided extensive reporting of the successful progress towards achieving the anticipated results of the Program.

**b. Lessons Learned and New Strategies:**

The Program made great strides in implementing the Individual Training Program (ITP) from the failures of a cohort approach. The original award of \$200,000 led to 155 students/participants taking at least one course, 90 students completing the entire Program and 63 obtaining employment. These numbers exceeded the goals of bringing in 75-100 students into the Program, graduating 50 and placing 35. The Supplemental grant of \$141,764 was considerably more successful, especially in the respect that it was a lower award amount.. It led to 204 students taking a course, 90 finishing the entire Program and 114 obtaining employment. The partners' goals were to recruit 150-200, graduate 100 and place 70 in employment. The only dip was in the number of students completing the entire program. The lessons learned, both internally and from the private employment sector, was that students/participants completing all or part of the courses were valuable assets.

While the successes of the original and supplemental awards have a proven success record, there is room for improvement. New strategies for recruiting students and more importantly, for placing them in employment positions, can be and will be enhanced. The partners have negotiated

part-time status assistance from employees at New Millennium who reside and neighbor with Program participants. This proximity and familiarity will foster more efficient contact and tracking.

## **6. Community Involvement and Employer Partnerships**

### **a. Collaboration with Brownfield Consultants and Contractors:**

Wilmington is an EPA Brownfield Assessment Pilot community. In its application for the assessment Pilot, Wilmington asserted that over 25% - or 1,700 acres - of its municipal lands were Brownfields. These are the result of over 200 years of industry between the City's Brandywine and Christina Rivers. During this time period Wilmington hosted such large industries as Harlan & Hollingsworth ship building yards, the Dravo ship building facilities, Pusey & Jones rail car builders, several steel mills supporting the heavy industry in place, and numerous attendant activities such as tanneries, incinerators and energy production.

In August of 2001, a full time Brownfield coordinator was hired using the EPA grant funds for the purpose of developing and managing a self-sustaining Brownfield redevelopment program for the City. The program, entitled *Wilmington Brownfield Opportunities*, is managed out of the Office of Economic Development (OED) and is the first program of its kind in the City. *Brownfield Opportunities* is intended to be a clearinghouse, centralizing all City related Brownfield issues for community, municipal, regulatory and private sector contacts. *Brownfield Opportunities* include:

- A City-wide multi-stakeholder information gathering process;
- A community outreach and environmental justice component;
- Public accessible inventory database with key development information on targeted sites;
- Identification of and assessment of specific sites for redevelopment;
- Public relations and printed and web related initiatives; and
- Municipal code enforcement, aesthetic and legislative issues.

The City's Brownfields Coordinator has worked with DNREC on many City projects. There have also been projects of lesser scale and visibility that have involved considerable community input and design. The partners are confident that a larger role for the program's graduates is available and important to the City's balanced growth and equal opportunity. This Job Training and Development grant has the potential to bring our *Brownfield Opportunities* efforts "full-circle," providing a trained work force for remediation firms to select workers from the very communities in which they are conducting projects.

### **b. Community Notification:**

The program's advantage in communicating with the various communities is the foundation laid by our first grant initiative. Wilmington's Brownfield training program is well established and well recognized in the community. The community knows we are here and that we offer a wonderful opportunity for life-changing training. Through the duration of the first grant we have met with many local community groups and held open forums to discuss our training program. We have met with local city council representatives to make sure they were better informed when talking to their constituents about the training opportunity with Brownfield redevelopment. The partners have also been on local television announcing the wonderful benefits of the Brownfield training initiative in Wilmington.

The communities most affected by Brownfield impacts have been meeting with, and attending conferences/courses offered by DNREC and the University of Delaware. Our Brownfield graduates have been speakers at some of these community meetings. They have shared their training experience as well as provided insight into local environmental issues. Additional input into this training program has come through community leaders, DNREC/community liaisons, and by ongoing research conducted by the New Millennium CDC.

**c. Community Involvement:**

The Department has made every effort over the years to partner with as many community and labor organizations as possible. The partners have worked with the YMCA/YWCA, Churches Take a Corner (CTAC), the Latin American Community Center (LACC), faith-based organization, women's organizations and high schools. Various programs offer pre-skill training and direct their constituency to the Program. The Department and DTCC have made numerous evening and weekend community meetings and promoted the advantages of the Program.

One of the Program's key community investments have been related to felons situated in the Plummer Community Correction Center (PCCC). PCCC is a multi-faceted facility that currently manages and supervises male and female offenders who are participating in traditional work release (WR), Crest (a rigorous substance abuse treatment program) and the Intensive Community Supervision Program (ICSP). The PCCC program has been closely linked to the applicant's Program as it offers training and education to non-violent felons who become eligible for supervised release. To date, no less than 58 PCCC candidates have taken a course within the brownfields training program, 21 have completed the entire course and over 90% have obtained environmental employment.

**d. State Partnership:**

As indicated above, the partners in this application have been working towards brownfield evaluation and assessment, community planning and involvement, environmental justice issues, and seeking to train, educate and place the very citizenry impacted by brownfields for several years. Great strides have been made but more work needs to be done. The Department has a Brownfields Grant Funding program of five million dollars statewide. Non-profit organizations, redevelopment authorities, and the municipal entities like the City of Wilmington, are eligible for up to one million dollars per brownfield project. This cooperation and funding has led the State to certify properties as brownfields numerous times in the target community. Funding has sponsored Habitat for Humanity projects, Wilmington Housing Authority projects and other inclusionary housing projects. All of these projects require trained personnel to achieve the cleanup goals of the sites.

Additionally, due to the State's industrial and petrochemical status, many employers seek qualified workers to handle the volume of work that requires training and certification.

**e. Employer Community:**

Delaware Technical & Community College, Delaware's DOL, and Wilmington's Enterprise Community job training efforts have conducted substantial outreach to employers in the region to ascertain their needs in relation to hiring for environmental positions. Hundreds of contacts have been made to industry representatives, employment agencies, and other job placement professionals to delineate the specific criteria and training applicants need.

The College uses advisory committees to ensure programs are providing their students the types of skills required by the workforce. Our Brownfield committee is composed of knowledgeable citizens, academia, business, industry, government, and health and safety related fields. The committee members meet periodically to review curricula and help staff assure graduates will be fully equipped for immediate entry into relative jobs.

## **7. Community Need**

### **a. Demographic Information:**

Wilmington has the largest populace in Delaware and is one of the oldest, industrial cities in the State. The community has borne the brunt of disparate impacts due to historic industrial uses, improper fill activities and un-permitted or unwise waste practices. The Southbridge and East Wilmington communities have endured years of ecological and economic neglect, and have only recently been at the bargaining tables of cleanup and redevelopment plans.

The Southbridge and Eastside Wilmington communities are inner city depressed areas with a combined population of approximately 8,000. Both are older communities with Southbridge being the oldest community in Wilmington. These communities are predominately African American (Wilmington's minority population comprises 64.5% of the total population). Additionally, these communities have historically had a higher unemployment rate and a lower number graduating from high school and/ or college degree than the City as a whole (the unemployment rate in the City as of August, 2001 is 5.0% and in Brownfield impacted communities it is considerably higher). These communities also have a poverty rate of 18.1% (2000 Census data), which has led many to believe that the high rates of health problems in the area are integrally related.

These communities have continued to be subjected to environmental discrimination. The City's zoning code makes it possible for companies to locate and handle products that threaten the health and welfare of the residents. The State Department of Natural Resources and Environmental Control that has regulatory mandates and responsibilities has not considered the symbiotic effect of multiple sources of emissions. This has resulted in these communities being subjected to environmental discrimination. This Pilot would not only create a model for training and participation, but would create one useful in other communities impacted by Brownfields.

### **b. Environmental Justice Concerns:**

Joint efforts between the City and DNREC have identified over two hundred Brownfields sites to date. These sites are in close proximity to the most economically impoverished residents of the City. The need for environmental training transcends environmental and economic conditions. These communities have the highest unemployment and the lowest educational attainment. These communities stand amidst and adjacent to Brownfields, superfund and EPA removal sites, and polluting industries identifying them as an environmental justice communities.

This program will serve not only as a training and employment conduit but it will also provide education on the myriad of issues facing these residents. The educational element includes topics of disenfranchisement, demographics, land use, and community involvement. The exposure to the training and the education will permit the residents to become informed decision-makers. This empowerment in turn will foster a more active role in the progressive planning concerning growth and quality of life issues.

### c. Labor Market Assessment:

The Program has discussed with its advisory board the requisite skills necessary for placement in an entry position in the brownfields redevelopment arena. Discussions have been undertaken, and continue to exist, with labor unions, building contractors and environmental consultants. The partners have negotiated with Labor Unions, the Associated Builders and Contractors association, the University of Delaware, and key instructional partners.

## 8. Budget and Resources

### a. Narrative Description:

This Program is unique in many ways from other job training programs, including in the way in which it intends to distribute awarded funds. As intimated earlier, the Program directed 99% of its \$341, 764 original and supplemental awards to instruction. This pattern will remain through the upcoming grant period. The Program is able to do this because of the generous leveraging of the implementing and associated partners, as well as other organizations assisting in the continued success of the Program.

In relation to specific tasks related to the budget of the program, there are essentially three elements (administration of the program will be managed by DNREC staff as part of the applicant's function):

1. Instruction: This element comprises the bulk of the program budget. As intimated above, the lion's share of the grant will go to instructional costs. These costs include billing for staff and the requisite supplies needed to teach the courses. All billing will be passed through DTCC.

2. Outreach and Intake: This element will be handled by DTCC as well. The College has the expertise and is in the best position to administer and qualify potential students.

3. Placement: This element will be handled by New Millennium CDC staff. The CDC's base is in the heart of the community and is keenly conscious of the needs and skill abilities of the students within the program. The CDC will also work in concert with Environmental Staffing in placing the best qualified student in a sustainable employable position. New Millennium staff performing placement tasks will be considered part-time employees of DTCC in order to consolidate billing through one partner.

	Administration	Instruction	Outreach & Intake	Other Tasks (Placement)	Total
<b>EPA Pilot Funding</b>					
Personnel		\$195,000	\$22,168	\$46,000	\$263,168
Fringe Benefits		\$65,250	\$3,352	\$6,900	\$72,502
Travel			\$5,000	\$5,000	\$10,000
Other (Contractual, supplies, etc)		\$154,330			\$154,330
<b>Total EPA Funding</b>					<b>\$500,000</b>

<b>Wilmington Support</b>					
OED	\$5,000				\$5,000
<b>Community &amp; Programmatic Support</b>					
DNREC	\$15,000				\$15,000
People's Settlement				\$10,000	\$10,000
DTCC	\$25,000		\$25,000		\$50,000
ABC, Inc.	\$15,000				\$15,000
Advisory Board Council	\$15,000				\$15,000
<b>Total Partner Leveraging</b>					<b>\$110,000</b>

## 9. Leveraging

### (i) Non-Applicant Leveraging:

As illustrated in the budget section, there is leveraged funding from non-partners. The Associated Builders and Contractors (ABC) have provided many hours of valuable time to providing guidance and advice for the success of the Program. Similarly, Local Laborers Union has offered time and support. Lastly, while not indicated in the budget, numerous community organizations that have become aware of the Program, and otherwise may be redeveloping brownfield sites within their control, have, and continue to offer support in terms of meeting space, outreach, contact information, and day-to-day involvement and concern.

### (ii) Applicant Leveraging:

After working some of the early kinks out of our first brownfield grants we were able to dedicate 99% of our budget to training and necessary supplies/equipment. Our objective became outreach and to train as many students as possible. Even though we initially budgeted for a range of support costs our unique relationship between the state (DNREC) and the state's community college (Delaware Technical & Community College) enabled us to leverage program administration including accounting, program counseling, guest speakers, site visits, transportation, job placement assistance, life skills and other support services. We also made a video with leveraged funds highlighting our challenges and successes to promote our program.

Our proposed budget will more than adequately cover our projected training objectives. We again will leverage the support and administrative costs to maximize EPA funds for training. Our community groups will continue to provide life skills training, child care, and many other support services.